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ABSTRACT

This paper analyzes the "University Grammar of English" by Randolph Quirk and Sidney Greenbaum (1973) from the point of view of isolation of forms of language from meaning used to convey these forms, especially regarding gender differences and relations in the main characters, John and Mary Smith. It is suggested that females are underrepresented, especially noted through the use of stative and dynamic verbs as applied to each specific gender. Results are compared to other grammar texts, such as "Introduction to the Grammar of English" (Huddleston, 1984) and "An Introduction to Functional Grammar" (Halliday, 1985). It is suggested that the world of John and Mary are cultural products with describable features that present a distorted picture of women's place in the world. Detailed examples of the reviewed text are included. (Contains seven references.) (NAV)

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The World of John and Mary Smith: A Study of Quirk and
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THE WORLD OF JOHN AND MARY SMITH: A STUDY OF QUIRK AND GREENBAUM'S 'UNIVERSITY GRAMMAR OF ENGLISH'

Kate Stephens

There is a paradox in the attempt to isolate the forms of language from the meanings they are used to convey. When samples of language are taken out of context and held up, for the purpose of examining their shape, separately from their semantic context, new meanings are created, to which the reader cannot help but respond. Thus, from 'the cat sat on the mat' to 'amo, amas, amat, amamus, amatis, amant', from 'la plume de ma tante' to 'colourless green ideas sleep furiously', those interested in the structure of language have created new semantic worlds in the minds of their readers.

This is a study of one such world, which we owe to Randolph Quirk and Sidney Greenbaum and which is to be found by the responsive reader within the pages of the uninvitingly titled *University Grammar of English*. Suspend only for a moment your interest in 'adjuncts' and 'disjuncts', in 'pro-forms' and 'cleft sentences', and you will be rewarded with a journey into the world of John and Mary Smith and their friends.

In what follows I present, first, an interpretive reading of this world and, second, some complementary 'hard' evidence concerning certain of its quantifiable features. I then make some brief comparisons between UGE and the more recent books on grammar by Huddleston (1984) and Halliday (1985), as well as *A Comprehensive Grammar of the English Language* by Quirk et al (1985). Appended is a complete list of all references to John and Mary, in the order in which they appear in UGE.

A READER'S RESPONSE

The world of John and Mary is at once both banal and sinister. The constant reworking of grammatical paradigms results in an appearance of unreal syntagmatic relations (as Halliday, 1985, points out). The result is a repetitive text with a certain obsessive compulsive quality. This is what gives the genre its peculiar life – a fact which generations of chanting school children have often recognised and imaginatively exploited. But, whilst much of the quality is attributable to the medium itself, much also is due to the semantic connotations of the particular language samples chosen by the authors.

It is for its portrayal of male-female difference and male-female relations that the world of John and Mary is most fascinating. Horizons are contrasted thus:

	wine, wood, cream cheese ...
He likes	music, chess, literature, history, skiing ...
	lakes, games, long walks ...

	the wine(s)
He likes	the music
	the countryside of France
	the lake

	Venetian glass
Mrs. Nelson adores	the glass of Venice
	*glass of Venice
	the glass from Venice
	glass from Venice

(p.71)

Well-worn stereotypes are invoked:

He gave the car a wash
He washed the car
He gave the girl a doll
The girl was given a doll

She made a cake
She made him a cake
She made him a good husband
(him into a good husband)
She made a good wife
She made him a good wife

(p.371)

And a disturbing and sometimes sinister picture of female objectification and passivity is repeatedly presented:

He looked at the girl
The girl at whom he looked/(who[m]) he looked at
to whom he came/(who[m]) he came to

looked nervously at the girl
He stood nervously near the girl
*watched nervously the girl

looked at
The girl was watched
*stood near

(p.350)

He arranged for Mary to come at once
He telephoned John for Mary to come at once
He arranged with John for Mary to come at once
He had Bob teach Mary
He let Bob teach Mary
He made Bob teach Mary
I watched Bob teach Mary
I watched Bob teaching Mary

(p.365/6)

The girl is Mary Smith
The girl is pretty
The girl was standing in the corner
You waved to the girl when you entered
The pretty girl
... standing in the corner
... in the corner
... who became angry
... because you waved to her
... when you entered
... is Mary Smith

The pretty girl standing in the corner ... is ...
The pretty girl standing in the corner ... are ...

He frightened the pretty girl standing in the corner
*He frightened the pretty lampshade in the corner

The pretty girl
Some pretty college girls
The girl in the corner
The girl standing in the corner
The girl who stood in the corner

Come and meet my beautiful wife

Mary Smith, who is in the corner, wants to meet you

The pretty girl, who is a typist, is Mary Smith (p.375/6)

Some paintings of Brown's
Brown's paintings of his daughter
Brown's paintings of his daughter
The painting of Brown is as skilful as that of Gainsborough
Brown's deft painting of his daughter is a delight to watch
Brown's deftly painting of his daughter is a delight to watch
I dislike Brown's painting his daughter
I dislike Brown painting his daughter
I watched Brown painting his daughter
Brown deftly painting his daughter is a delight to watch
Painting his daughter, Brown noticed that his hand was shaking
Brown painting his daughter that day I decided to go for a walk
The man painting the girl is Brown
The silently painting man is Brown
He is painting his daughter (p.391)

This is one rare description of an active female:

She puts the tablecloth straight
She put it straight
She put straight the tablecloth
*She put straight it

She put the tablecloth out
She put it out
She put out the tablecloth
*She put out it

She quickly put the tablecloth straight
*She put quickly the tablecloth straight
*She put the tablecloth quickly straight

She quickly put the tablecloth out
*She put quickly the tablecloth out
*She put quickly the tablecloth out

He pushed the door wide open
She didn't wash the shirts as clean as Mary did (p.369)

I ask the reader to judge for *themselves what images are created, what emotions aroused, by the authors' choice of 'smoothed the tablecloth' or by the juxtaposition of 'lampshade' with 'pretty girl' or the reworking of Brown's relationship to his daughter in the act of painting her. Most striking is the consistent tendency to cast females in passive and objectified roles, with males either pulling the strings ('John

intended that Mary ...') or looking on, in a voyeuristic mode, at a girl standing in a corner. Indeed, the frequent repetition of this type of relation and the infrequent representation of females who do things together amount to an unconscious insistence on certain sex stereotypes.

The world of John and Mary has an identifiable character. It is a world of fixed role relations, of academic success and failure, of intelligence and foolishness, of books and letters, and leaving notes and giving presents. It is a world of girls who are pretty or not pretty and where it is worth stating that their intelligence is respected. It is a world of men who play football, drive cars and attend meetings – men more active and finely drawn than their female counterparts, but hardly themselves divergent in tastes and interests.

Janet and John's banality occasionally switches to Mills and Boon:

He looked about him
Have you any money on you?
She had her fiance beside her
They placed their papers in front of them
She was beside herself with rage
She felt within herself the stirring limbs of the unborn child
Holding a yellow bathrobe around herself, she walked towards him

(p. 104)

John is a character of contradictions. Despite a nature apparently more expansive and assured than that of Mary, he seems to be haunted by fear. These are our first meetings with him:

John carefully searched the room
John is searching the room
John knew the answer
John searched the room slowly
John searched the room noisily
John searched the room without delay
John knew the answer

(ch. 2)

Does the insecurity of constant comparison with other characters lurk beneath apparent worldly success? Here is how he matches up to Bob:

John is more stupid than Bob
John is less stupid than Bob
– John greatly admires Bob and so does Mary
John was the winner in 1971 and Bob was the winner in 1972
John upset a large and beautiful vase. It fell and hurt Bob.
John drives a car. Bob doesn't.
John can drive a car. I think Bob can too.
John drives a car. So does Bob.
John swims a lot. Does Bob do that?

(ch. 5)

(ch. 8)

(ch. 9)

(ch. 10)

But, although John seems to have been judged stupid as a child, he was later 'taken for a linguist' and 'became the genius of the family'. At least Mary considered him so (ch. 4). Is there a suggested relation between implied author and narrative voice in the occasional references to linguists and linguistics? (In chapter 12 we learn that John is interested in English grammar.)

John plays football, drives a car, swims, sings and plays the guitar, travels internationally and puts his career before his family. Once he found and sold a valuable stamp, and once he upset a large and beautiful vase – hardly interesting material for character analysis, but what are we to make of the puzzled room searching at which we first spy him? And what of 'Play on my side, Mary' (ch.7)?

If John is economically drawn, Mary is even more so. She is demure. Her interests are stereotypical and her role domestically circumscribed. Although considered intelligent and the possessor of books, no reference is made to any kind of worldly success. She bakes a cake. She puts the kettle on. She leaves a note. She (is it Mary?) smooths a tablecloth. She sings. She listens to music. And she stands in a corner being looked at. It is only in the context of such passivity and objectification that it becomes possible to say:

She has a very interesting mind
Her mind interests me very much

(p.396)

A QUANTITATIVE ANALYSIS

For the sceptical, 'hard-nosed', scientifically-minded reader, clearly the above selective interpretation will not be enough. In this section I shall present some quantitative evidence which suggests that there is something a little skewed about the world which Quirk and Greenbaum portray. The doubtful reader is free to interrogate the data appended to this report for *theirself. The analysis presented below, however, supports two conclusions. Firstly, in comparison to males, females are under-represented in the ratio of approximately 1:2. Females are mentioned about half as often as males. Secondly, employing the distinction between stative and dynamic verbs, female under-representation is even more dramatic. Females seem to appear as the subject of dynamic verbs less than half as often as males.

Points 1 and 2 below refer to the first of these conclusions, points 3 and 4 to the second.

1. Number of references to Mary compared to number of references to John for chapters 2 to 7 inclusive:

Mary: 37 (31.1% of total)	John: 82
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Mary is mentioned about half as often as is John.

2. Number of references to females compared to number of references to males for chapters 7 and 13:

Females: chapter 7–39 (29.8%)	Males: chapter 7– 92
chapter 13–42 (32.3%)	chapter 13– 88
Total –81 (31%)	Total –180

Taking all references to females and males, the former are mentioned about half as often as the latter. The John and Mary story seems to be a reflection of a general situation.

3. Quirk and Greenbaum characterise nouns as naturally 'stative' and verbs as naturally 'dynamic' (p.21). Exceptionally, a verb may be stative and this is marked grammatically by its inability to take progressive forms. Dynamic verbs include all verbs describing actions, while stative verbs refer to objectified states or relations. The grammatical subjects of stative verbs are not the authors of action, but the possessors or receivers of perceptions, cognitions or relations.

Taking only active declarative sentences and subordinate clauses in which the subjects are either male or female and comparing the type of verb acting as the main verb of the relevant sentence or clause, we get the following picture:

Chapter 7:

female subject		male subject	
stative verb	9	stative verb	18
dynamic verb	12	dynamic verb	50
stative verbs:			
with female subject	33.3%		
dynamic verbs:			
with female subject	19.4%		

Chapter 13:

female subject		male subject	
stative verb	14	stative verb	12
dynamic verb	3	dynamic verb	14
stative verbs:			
with female subject	53.8%		
dynamic verbs:			
with female subject	17.6%		

Whereas female are somewhat better represented than 1:2 in relation to stative verbs, this is matched by an even poorer showing as subjects of dynamic verbs. The 1:2 ratio, poor though it is, seems to conceal a tendency to further under-represent females as the subject of dynamic verbs.

4. Looking particularly at the references to John and Mary, the same pattern of under-representation seems to occur. Below is a complete list of predicates with dynamic verbs, for which Mary and John form the subjects:

[Where a grammatical form is re-worked or elaborated with the addition of further information, I have included the predicate only once, as long as it refers to roughly the same action.]

MARY

... arrived on Tuesday
 ... told John that she would look after herself
 ... told John that she would look after him
 ... is dusting the furniture
 ... might go with them by bus
 ... has washed the dishes
 ... has dried them up
 ... has put them in the cupboard
 ... must have been doing her homework
 ... intends to take the children to the beach
 ... spoke
 ... will enter the competition

JOHN

... searched the room
 ... may sit by this fountain
 ... will hurry along this path
 ... must read from that blackboard
 ... will stare at that girl
 ... will sing
 ... tells me that he hasn't seen Mary since Monday
 ... asked his wife to put the kettle on ...
 ... waited a while ...
 ... told Mary that she should wait
 ... went straight to the bank
 ... has hurt himself
 ... mustn't deceive (himself)
 ... has cut his finger

... used to listen to records most of the
time
... told my father
... said ('You are wrong John')
... placed a vase on the table
... washed the shirts
... blamed John for the damage
... helped John to carry the bag
TOTAL: 19

... behaves as politely as Bob
... opened the letter
... opened the door
... hurt his foot
... is coming too
... will speak to the boss today
... (did) not send the letter
... phoned Mary
... may not have been protesting
... returned the book
... returned the money
... plays the guitar
... gave it away
... would take them by car
... didn't waste his time ...
... studied hard
... sleeps on the couch
... should clean the shed
... must have been playing football
... will meet my family
... may be questioning our motives ...
... could have been watching television
... has recently become a very hard-
working student
... answered rudely
... found and sold a valuable stamp
... played football
... complained to Mary and Peter
... (is) going to Paris
... didn't go to the show
... intend to resign
... was taking a shower
... upset a large beautiful vase
... finished our work
... drives a car
... paid for the tickets
... buys his drinks at ...
... swims a lot
... told me ...
... put his career before his family
... has visited New York
... went to Mexico
... saw Mary home
... put the car into the garage
... cannot do it
... denied having stolen the money
... began to write a letter
... convinced me that he was right
... showed me that he was honest
... mentioned to me that ...
... will write a poem
TOTAL: 64

Mary is the subject of 22.9% of the above dynamic verbs.

Summary of Data

Clearly, female referents are under-represented. For the three samplings of the data examined, females represent roughly one third of each total. The figures are:

chs. 2-7 (all John and Mary)	31.1%
ch. 7 (all male and female)	29.8%
ch. 13 (all male and female)	32.3%

The pattern seems to be a fairly consistent one, corroborating the impression that the female presence is less significant than the male in the world which Quirk and Greenbaum portray.

There is also evidence to support the view that females are not only portrayed less frequently than males, but that there is a difference in the manner of their portrayal. Taking the above figures as the standard for comparison, it seems that proportionately females are portrayed even less frequently as the subjects of dynamic verbs. The comparable figures are:

all chs. (Mary vs. John only)	22.9%
ch. 7 (female vs. male)	19.4%
ch. 13 (female vs. male)	17.6%

It is the discrepancy between these two sets of figures which reflects the stereotypical sex differences noted in the first part of this paper.

COMPARISON WITH OTHER TEXTS

It is a popular belief that much has changed for women in the years since UGE was published. It is, therefore, worth asking how the world of John and Mary compares with other recent examples of this genre? A preliminary examination of Huddleston's *Introduction to the Grammar of English* (1984) and of Halliday's *An Introduction to Functional Grammar* (1985) suggests a number of points of similarity and difference. In the former the stereotypes of UGE seem to remain:

Unfortunately, my uncle was using an electric drill at that very moment
(p.177)

Liz prepared the food and Ed bought the wine, but neither received any thanks
(p.384)

She was wearing a beautifully-tailored ankle-length gown of cream silk which I had never seen before
(p.398)

He was enormously wealthy and an obvious target for kidnappers
(p.385)

But does one detect here an attempt at dramatic interest, an absence of that deadpan loaded neutrality which one might regard as the hallmark of the world of John and Mary? Only a detailed analysis of the text could answer this question.

Quite different material is presented by Halliday. His is a world of rhyme, folk-wisdom and zany childhood nonsense. His re-workings of paradigms, using the elements 'duke', 'aunt' and 'teapot', and 'queen', 'uncle' and 'hatstand', create strikingly different syntagms from those encountered in UGE. We are now in the world of Alice and goonish things, like going backwards to bed. One has the impression here of a writer who likes words and a bit of fun and who, if he cannot

hope to comprehensively represent a language, at least has created something not unpleasant to encounter in its own right. A reading of sex stereotypes in this text would have to take into account the distancing humour which the author brings to his selection of language samples.

Quirk and Greenbaum's more recent volume, *A Comprehensive Grammar of the English Language*, is based on various corpora of recorded English usage. My first impression was that, in the intervening years, great changes had been made, for, in place of the objectified females of UGE, we find the following:

- | | |
|--|---------|
| She is a most efficient publisher | (p.466) |
| She is keen on fishing | (p.508) |
| He cooked dinner for her | (p.697) |
| Jane will make a good doctor | (p.738) |
| The candidate is a fine teacher, a broadcaster of some experience and a respected drama critic. In addition, she has written a successful novel. | (p.632) |

And is this a narrative sequel to the domestic world of UGE?

- | | |
|--|---------|
| Is Mary at home perhaps? | |
| by any chance? | |
| If Mary is (perhaps) at liberty, I could see her for a moment? | |
| Mary is not free for a moment, by any chance? | |
| Is Mary at home I wonder? | |
| would you happen to know? | |
| Mary is not free for a moment, I suppose? | (p.620) |

The above extract notwithstanding, Mary herself has disappeared into the background, along with John. And in place of the Peter, Bob, Harry and Tom, who were significant if minor figures in UGE, we have instead Mortimer, Magda, Kirov, Della and Lucille.

My first impression on reading CGEL was that the faults of UGE had been over-corrected, to the point of parody. Females seemed to have an exaggeratedly high profile. However, quantitative analysis suggests that this interpretation may be wrong. From analysis of a randomly chosen sequence of twenty pages (pages 625 to 644 inclusive), it seems that numerically there is little indication of change. The figures are:

Number of references:	
females 34	males 61
overall proportion of females: 35.5%	

A detailed analysis would be required to discover how extensive the apparent differences really are.

The method by which grammars of a language are related to the actual language which they seek to represent is a matter on which I am not well-informed. However, some process of selection must inevitably be involved. And it seems that a biased selection has been made in at least one of the corpora which has informed the compilation of UGEL. From an examination of the sex of speakers whose speech was recorded for *A Corpus of English Usage* (1980, p.26-31), it seems that females are again under-represented in the familiar 1:2 proportion. Out of 147 samples of spoken English, only 47 speakers are female, that is 32%. This might mean that women's speech has been recorded less frequently than men's or it might reflect the

feminist claim that women in fact – and contrary to popular belief – speak less than men (e.g. Spender, 1980). Either way, there is an interesting situation to look at.

CONCLUSION

Should a grammar book seek to faithfully represent a language both in its forms and its semantic content? Whatever the ambition of its creators, probably neither is possible. A selection of words will always be just that – a selection. And, if the selector does not consciously choose the semantic content and connotations of these words, then it seems reasonable to suppose that they will reflect some particular bent of the writer's own unconscious or the collective unconscious of the society to which they belong. The world of John and Mary, as well as those glimpsed in the other texts referred to, are cultural products with describable features. Whether other such 'worlds' share the particular biases of UGE, only detailed empirical investigation can answer.

Cameron (1985) has successfully dismantled the mechanistic determinism which underlies some of the feminist views about language expressed by Spender (1980). Language is not, in any essential sense, an instrument of male power; it is a symbolic system into which we all enter and in terms of which we both receive and create our identities. Nevertheless, it is often the experience of women to feel marginalised by certain ways in which words are used. Aside from a number of other difficulties which the reading UGE presents, it is my belief, supported by a combination of qualitative and quantitative evidence, that the samples of language selected for study present a distorted picture of women's place in the world. The writers would no doubt claim not to have intended this, but I don't think they can claim not to have done it.

[*Quirk and Greenbaum use a preceding asterisk to indicate an unacceptable structure.]

APPENDIX: JOHN AND MARY – THE FULL STORY

Here is what I hope is a comprehensive compilation of the references to John and Mary in the order in which they appear in the original text.

CHAPTER 2

John carefully searched the room

John is searching the room

John knew the answer

John searched the room slowly

John searched the room noisily

John searched the room without delay

John knew the answer

John heard the explosion from his office when he was locking the door

Mary wanted to be a student at that university

John very carefully searched the room

John may sit by this fountain

John will hurry along this path

John must read from that blackboard

John will stare at that girl

John searched the big room and the small one

Mary is in London and John is there too

John searched the big room very carefully and the small one less so

Mary is in London

Mary is there
Where is Mary?
Did John search the room?
John did not search the room

CHAPTER 3

John will sing
Will John sing?
John sang
Did John sing?
John will sing!
John did sing!
John lived in Paris for ten years
Did you know that John has painted a portrait of Mary?
When I met him, John had lived in Paris for ten years
John tells me that he hasn't seen Mary since Monday
John would make a mess of it

CHAPTER 4

John asked his wife to put on the kettle while he looked in the paper to see what was
on the radio
John became a business man
Mary considered John a genius
John was taken for a linguist
John became the genius of the family
Mary considered John the genius of the family
John was taken for the genius of the family
John is the captain of the team
John waited a while, but eventually he went home
John told Mary that she should wait for him
When John arrived, he went straight to the bank
He hoped the passenger would be Mary and, indeed, it was she
John has hurt himself
Mary intended to remind herself
Mary told John that she would look after herself
Mary told John that she would look after him
You, John and I mustn't deceive ourselves
You and John mustn't deceive yourselves
John likes Mary
Mary likes John
John and Mary like each other
John has cut his finger; apparently there was broken glass on his desk
Mary's book
Her book
The book is Mary's
the book is hers
Mary has broken her leg
This girl is Mary
That girl is Mary
This is Mary
That is Mary
I prefer John's car to his employer's one
I prefer John's car to that of his employer

CHAPTER 5

John is more stupid than Bob
John is less stupid than Bob is
John is as stupid as Bob
John behaves as politely as Bob
John is the stupider of the two boys
Of the two boys, John behaves the more politely
John is the most stupid of the three boys
Of the three boys, John behaves the most politely
John is the more stupid boy
John is the most stupid boy
John is very English
John is more English than the English
John is the elder
He liked Mary considerably
He liked Mary to a considerable extent
He spoke to John sharply
He spoke to John in a sharp manner

CHAPTER 6

All the students except John passed the test
All the students had a good time but John

CHAPTER 7

Mary is in the house
Mary is kind
Mary is a nurse
John opened the letter
John opened the door
Tom and Mary are now ready
John hurt his foot
John and Beatrice hurt their feet
John, I want you
Young John
John is coming too
John isn't coming either
John didn't see anyone
John will speak to the boss today
Will John speak to the boss today?
Did John not send the letter?
Didn't John send it?
He likes Mary
John was late
Was John late?
Mary, play on my side
Play on my side, Mary
Mary play on my side
John and his ideas!

CHAPTER 8

John greatly admires Bob and so does Mary
It was when we were in Paris that I first saw John
John writes more clearly than his brother does

John only phoned Mary today
John also phoned Mary today
Only John phoned Mary today
John phoned Mary today only
John may not even have been protesting
It was only John who protested
It was also John who protested
It was not just that John protested, it was merely that he was rude
When John learned what happened, he blew up
I met John on a bus
I saw John on a bus
Fortunately, John returned the book yesterday
Wisely, John returned the book yesterday
Surprisingly, John returned the money
Rightly, John returned the money
John was right to return the money

CHAPTER 9

Mary is dusting the furniture because Alice won't
John plays the guitar and his sister plays the piano
John plays the guitar; his sister, moreover, plays the piano
Although Mary wanted it, John gave it away
Although she was very tired, Mary stayed the whole evening
He said that John would take them by car but that they might be late
John might take them by car, Mary might go with them by bus or I might order a taxi
for them
They disliked John – and that's not surprising
John is poor, but he is happy
John didn't waste his time in the week before the exam, but studied hard every
evening
Either John sleeps on the couch or you must book a hotel room for him
Mary has washed the dishes, Mary has dried them and Mary has put them in the
cupboard
John should clean the shed and Peter should mow the lawn
John must have been playing football and Mary must have been doing her homework
Yesterday John was given a railway set and Sue a doll
His suggestions made John happy, but Mary angry
John was the winner in 1971 and Bob in 1972
John will meet my family tonight and again tomorrow
John may be questioning our motives, but Peter hasn't
John could have been watching television, but wasn't
John likes Mary and Peter hates Mary
John has recently become a very hard-working student and his brother always was
Unfortunately, John is not at home and Sally is too busy to see you
If John is a member, then we should call on him and ask him to take us along
This afternoon Mary intends to take the children to the beach, but I am going to wash
my car
Mary is perhaps inside the supermarket and John outside
Mary spoke and John answered rudely
John likes Mary and Peter likes Susan
John found and sold a valuable stamp
Peter and John played football

Peter and John were there
Her idea and John's
We thanked John, Peter and Robert
They will employ John, Peter and Robert
John complained to Mary and Peter-
John and Mary have a cold
John and Mary make a pleasant couple
John and Mary have each won a prize
John, Peter and Robert play football, basketball and baseball respectively
John and Peter are going to Paris and Amsterdam respectively
John, as much as his brothers, was responsible for the loss
John didn't go to the show, which is a pity
We - that is to say, John and I - intend to resign
Your friend John, I saw him here last night
'John and Mary' is a co-ordinated noun phrase

CHAPTER 10

John's previous wife died last year
John was taking a shower
Mary has several close friends
As for John, he is always surrounded by friends
Even John was there
John will even sing a song if you ask him
John upset a large beautiful vase
John and Mary stole a toy from my son
John and I have finished our work
You and John seem to be finished
We saw John at eight on Monday evening
John drives a car
John can drive a car
Mary's in Chicago
Mary will enter the competition
John has a cold
John feels much better
John paid for the tickets tonight
John buys his drinks at the local supermarket
John swims a lot
John is a coward
John wanted to pay for the tickets
Bob and John were at the meeting
Mary used to listen to records most of the time
Sally was a more hard-working student than Mary was
John was the victim of a confidence trick
Mary told my father
John told me what you did
John put his career before his family

CHAPTER 11

I like John and John likes me
I like John because John likes me
John has visited New York
Because John is working, he ...
For John to carry the parcels was a ...

John, then in New York, was ...
Rather than John do it, I prefer to give the job to Mary
I'm sure that John is coming
John visited London in order that he could see his MP
John, soon to become a father, went to Mexico
John, feeling considerable anxiety, went to Mexico
John, told of his good fortune, went to Mexico
John, sad at the news, went to Mexico
Soon to become a father, John went to Mexico
John went to Mexico, feeling considerable anxiety
John has more new clothes than I have
'You are wrong, John' said Mary
He did not say that Mary was pretty
He said that Mary was not pretty
He didn't think that Mary was pretty
He thought that Mary was not pretty

CHAPTER 12

John was a doctor
John became healthier
John was the doctor that I mentioned
He was angry with Mary for getting married
John is interested in English grammar
English grammar interests John
He saw Mary home
John put the car into the garage
Mary placed a vase on the table
John could see Paul in the mirror
John could see himself in the mirror
John cannot do it
John resembles his father
John longed to do homework
John denied having stolen the money
John began to write a letter
Everyone expected that Mary would marry John
John thought that Mary was exceptionally clever
Mary was thought exceptionally clever
John believed that the stranger was a policeman
John intended that Mary should sing an aria
Mary was intended to sing an aria
John wanted Mary to play the piano
He arranged for Mary to come at once
He telephoned John for Mary to come at once
He arranged with John for Mary to come at once
He had made Bob teach Mary
He had let Bob teach Mary
I watched Bob teaching Mary
I consider that John is a good driver
I consider John to be a good driver
I consider John a good driver
She didn't wash the shirts as clean as Mary did
They thought John the leader

They thought John a fool
They elected John the chairman
They appointed John the ambassador to Peru
They made John a useful mechanic
I paid John the money
She blamed John for the damage
She blamed the damage on John
Mary realised that she was being made fun of
John convinced me that he was right
John showed me that he was honest
John mentioned to me that they were sick
They persuaded John that he should see me
John was persuaded to see me
Mary helped John to carry the bag
He wanted Mary to teach Bob
He wanted Bob to be taught by Mary
He persuaded Bob to be taught by Mary

CHAPTER 13

The girl is Mary Smith
The pretty girl standing in the corner who became angry because you waved to her
when you entered is Mary Smith
Mary Smith, who is in the corner, wants to meet you
The pretty girl, who is a typist, is Mary Smith
Then he met Mary, who invited him to a party
Here is John Smith, who I mentioned the other day
The man for John to consult is Wilson
The appeal for John to join ...
Any attempt for John to leave ...
A man like John would never do that
The present for John cost a great deal
The present is for John
The man for the job is John
John's hope of winning a prize
John's hope of Mary's winning a prize
John's hope of Mary's arrival
John will write a poem for you

CHAPTER 14

I thought John worked hard
It wasn't Jim, but John who ...
It was John who wore his best suit to the dance last night
It was John that he gave the book to
What John did to his suit was to ruin it

APPENDIX II

John's at home tonight
John's here now
John and Mary went
Really! John and Mary?

APPENDIX III

John, do you know Mary's address?
You should have asked Mary who left yesterday
John has gone already?

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